

*THEME: "If you are not a part of the solution,
then you are part of the problem."
--MALCOLM X*

*FORMAT: Reading and Writing Workshop
Sequenced Genre-based Study of Literature and Writing*

UNITS OF STUDY

First Semester

1st 9 Weeks: Writers' Workshop & Journal Writing/The Arts of Language/Autobiographical Writing/Poetry Unit

Writers' Workshop & Journal Writing/The Arts of Language

- *study Language Arts as discourse; connections between reading, writing, speaking, listening; critical analysis literacy; "home" v. standard English; audience/purpose
- *setting up writers workshop; writing process--plan, organize, draft, edit, revise, share; conferencing, peer and teacher; publishing opportunities
- *invention strategies for writing
- *revision strategies; self; peer; teacher
- *setting up Reader's/Writer's Response Journal and requirements
- *mechanics--review parts of speech; identifying subjects and verbs; revision practice
- *vocabulary and spelling
- *set up book review process
- *set up class library process
- *introduce Meryln's Pen magazine as a literature and publishing resource for the year

Autobiographical Unit

- *personal experience as bridge for voice and pursuit of other genres
- *writing projects: autobiographical topics ("I Am..." Project/Booklet)
- *class literature focus: "Fashionation"; Gwendolyn Brooks "A Memoir"; Norman Rosten "The Quiet Heart"
- *Reader/Writer Response Journal
- *mechanics
- *vocabulary and spelling

Poetry Unit

- *poetry reading/writing project (using published poems as models)
- *class literature focus: 10 poems in common and at least 5 they choose of own
- *oral presentation of poem of their own and published piece
- *study of oral presentation; characteristics of a "good speaker"
- *reading poetry aloud (using line breaks, breathing, emphasis, etc.)
- *poetry terms and characteristics: rhythm; rhyme; imagery; figurative language; mood; tone; story; structure; music; and imagination, etc.
- *comparisons--similes/metaphors
- *power of the poem v. longer genres
- *mechanics: punctuating poetry; use of stanzas
- *vocabulary and spelling

2nd 9 Weeks: Storytelling Unit/Short Story Focus/Fiction Writing

Storytelling - Short Story Unit

- *discussing types of oral and written storytelling; historical perspective; critical analysis of purpose and audience; various types of oral tradition such as myths, legends, fables, etc.**
- *study elements of storytelling**
- *study elements of short story**
- *character study/analysis**
- *class literature focus: read and view classic and contemporary short stories with a view toward critical analysis**
- *writing: original short story**
- *group writing/dramatic presentation: reinventing the ending to story we read together (focus on resolution)**
- *mechanics-punctuating dialogue; paragraphing**
- *spelling and vocabulary**

SEMESTER BREAK: Young's Writers' Café; Student self-evaluations and teacher conferences; students develop a plan and goals for an Individual Writing Project

Second Semester

3rd 9 Weeks: Individual Writing Project/Interdisciplinary Thematic Unit: Heroes/The Novel

Individual Writing Project

- *students develop an individual writing project based on an interest in a particular genre**
- *students are required to set goals and develop a plan to complete their projects**
- *students are to keep a record of their progress and resources used**
- *mechanics--in context of student writing**
- *spelling and vocabulary**

Interdisciplinary Thematic Unit/The Novel

- *literature focus: poems, songs, a short story, articles, a news video, social studies text and a novel which addresses the theme of heroes who have overcome oppression in America; historical and multi-cultural perspective**
- *critical analysis of novel as genre and Words By Heart on an individual basis**
- *study of allusion, analogy, point of view, symbolism, foreshadowing, character development, etc.**
- *writing project in conjunction with novel**
- *mechanics**
- *vocabulary and spelling**

Magazine Publishing Attempt

- *students will learn the process for trying to get published**
- *students will choose at least one piece to submit to Merylyn's Pen for publication; they will learn correct form for a final to be submitted**
- *students will learn to compose a cover letter for writers**
- *mechanics-correct form for cover letter and publishing materials; etc.**
- *spelling and vocabulary**

4th 9 Weeks: Irony/Journalism & Media Studies/Personal Research Project/Letter Writing Project

Irony/Journalism & Media Studies/Research

- *various literary bridges to teach irony; analyze and study irony as a writing technique and stylistic device**
- *For the last 9 weeks of the year, students will study various forms of the media, and then students will engage in a personal research quest.**
- *writing project and oral presentation modeled after Paul Harvey; students selected by students will create/perform a t.v. show**
- *class literature focus: poetry, cartoons, various forms of media and Paul Harvey's The Rest of The Story**

- *using library resources**
- *using technology resources/multi-media lab to workshop pieces of writing**
- *using television production lab**
- *bibliography/works cited page**
- *address style in writing and oral presentation**
- *mechanics**
- *spelling and vocabulary**

Letter Writing Project

- *learn various types of letters and correct forms for each**
- *address letter writing skills**
- *students will complete a letter writing project which will give them the opportunity to reflect on their career at WGMS**
- *year-end self-evaluation**

YEAR-END CULMINATING ACTIVITY: 7th Grade Writers Celebration held at night with refreshments. Parents are invited, and we usually have a guest speaker. Students will receive their permanent writing folders. This spring, it is my hope that we will be able to award for the first time a partial scholarship to a 7th grade student for the UVA Summer Workshop for Young Writers to be used the summer after his/her 8th grade year.

TYPES OF ASSESSMENTS FOR LANGUAGE ARTS

WRITING

- *Working Writing Portfolio - writing process; lists of ideas, skills, and completed pieces; students access these daily during workshop; works in progress
- *Permanent Writing Portfolio - all final drafts are kept here during the year; teacher accesses only unless students are presenting at Writers' Cafe; growth over course of year
- *School Writing Portfolio - students' choices of their favorite finals over the course of their stay at the middle school; passed from grade level to grade level; end of 7th grade, a Ceremony where students receive their school portfolio and can share with parents; growth over the course of the middle school experience
- *Checklists (for oral and written work)
 - many times it helps to get students to generate the criteria for "good" work and build on this for assessment checklists
 - have students self-assess as well as the teacher
 - can use for oral as well as writing projects
 - can use for various stages of a given project
- *Student Journals:
 - goal setting letters at the beginning of grading periods
 - self-evaluation letters at the end of units and at the end of grading periods
 - feedback/responses to literature; critical thinking skills

READING

- *Journal and Reading Log responses
- *Observation of oral reading and comprehension in discussion

OVERALL

- *Semester self-evaluation/End of year self-evaluation
- *Goal setting and follow up
- *Self-evaluation letters in journal
- *Class evaluations of individual or group work
- *Writers' Cafe

TEACHERS

- *Evaluating student self-assessments with your pedagogy in mind
- *Structure student self-assessments so that they are also assessing you as a teacher, your methods and instructional units; learn from them!
- *Observation of oral and written participation
- *Keep diary/journal
- *Keep status of the class and individual conference notes/ILA Sheets

Professional books that I find helpful in my 7th grade class...

<u>A Middle School Classroom: Seeking Diversity in Language Arts</u>	Linda Rief (Heinemann)
<u>In the Middle</u>	Nanci Atwell (Heinemann)
<u>Write to Learn</u>	Donald Murray (Holt-Rhinehart Winston)
<u>Literacy</u>	Paulo Freire (Bergin and Garvey)
<u>Explorations in the Teaching of English</u>	Stephen Tchudi (Harper and Row)
<u>Student-Centered L.A. and Reading, K-13: A Handbook for Teachers</u>	Moffett/Wagner (Houghton/Mifflin)
<u>Portfolio Portraits</u>	Donald Graves/Bonnie Sunstein (Heinemann?)
<u>Writing the Natural Way</u>	Gabriel Rico (St. Martin's Press)
<u>The Art of Teaching Writing</u>	Lucy Calkins (Heinemann)

OUTLINE FOR YEARLY PLAN

YEAR 1995 - 96

NAME: CARL YOUNG TEAM: RED SUBJECT: L.A.

1ST NINE WEEKS

2ND NINE WEEKS

SOL NO.
SKILL NO.

SKILL OR CONTENT AREA

SOL
SKILL NO.

SKILL OR CONTENT AREA

7.1 - a, b, c, d
7.8 - a, b, c, d, e, f, g, h

Writing Process /
Writing Workshop

- Powers / Process
- workshop
- mini-conferences

Literature - Autobiography
- non-fiction

- Poetry Unit / poems
- independent reading

Journaling - Reader/Response

Mechanics - mini-lessons; "plug
shots"; Context/Workshop

Spelling & Vocabulary - context with
Literature; class lessons; journal

7.5 - b, c
7.4 / 7.7 - a, b, c, d, e
7.2 - a, b, c

7.5 - a, b, c, d / 7.3 - a, b
7.6 - a, b, c, d, e
7.8 f, g

7.1 a / 7.4

7.1 - a, b, c, d
7.8 - a, b, c, d, e, f, g, h

7.4
7.7 - a, b, c, d, e
7.2 - a, b, c
7.5 - a, b, c

7.6 - a, b, c, d, e
7.3 - a, b
7.5 - a, b, c, d
7.3 - a, b

7.8 f, g

7.1 a / 7.4

Writing Strand

- workshop
- journaling
- short story project
- independent projects
- book review

Literature - Poetry (oral presentations)

- morley's pen - Story-Telling Unit
- Oral v. Written Trad.

Journaling - Short Stories
- independent outside reading - film - drama

Mechanics - direct lessons
- in context / conferences

Spelling & Vocabulary - in context / confs
independent reading; class lit.; journal

3RD NINE WEEKS

4TH NINE WEEKS

SOL NO.
SKILL NO.

SKILL OR CONTENT AREA

SOL NO.
SKILL NO.

SKILL OR CONTENT AREA

7.1 - a, b, c, d
7.8 - a, b, c, d, e, f, g, h
7.10 d

Writing Strand

~ individual writing project
= self-constructed

~ Thematic Unit Writing
Project tied to novel
we read in common
= personal essays + more

~ Workshop * ~ cover letter
~ journaling ~ to be published
~ book review in mag.

Literature (independent)

~ reading tied to indiv. project

~ poems; lyrics/songs;
Short stories; articles
all tied to thematic
unit that features a

NOVEL
~ morley's pen

Journaling

Mechanics
Spelling & Vocabulary

7.3 - a, b
7.5 - a, b, c, d
7.6 - a, b, c, d
7.7 - a, b, c, d, e

7.2 - a, b, c
7.5 - a, b, c, d
7.8 f, g

7.1 a / 7.4

7.1 - a, b, c, d
7.8 - a, b, c, d, e, f, g, h

7.9 a

7.10 a, b, c, d

7.2 - a, b, c

7.2 - a, b, c

7.3 - a, b

7.4

7.5 - a, b, c, d

7.6 - a, b, c, d, e

7.7 - a, b, c, d, e

7.2 - a, b, c
7.5 - a, b, c, d
7.8 - f, g
7.1 a / 7.4

Writing Strand

~ persuasive / critical essays
~ research based writing
project including works
cited page etc.

~ independent
~ workshop

~ journaling

~ book reviews

~ letter writing project

Literature

~ media study: newspaper; mag.
radio; t.v.; etc.

~ focus / model - Paul Harvey

~ irony study

~ style

~ articles; poems; lyrics; film
cartoons, etc.

~ letter writing examples

Journaling

Mechanics

Spelling & Vocabulary

Spelling & Vocabulary